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ABSTRACT

This report, part of a larger study of the impact of family structures and processes on the social and academic performance of American high school students, focuses on Asian- and Pacific-American high school achievement. The following findings are reported: (1) Asian-Americans and Pacific-Americans exhibit very different patterns in school acculturation processes; (2) the impact of authoritarian parenting is less negative upon first generation high school students or students who speak only a non-English language in the home; and (3) use of both languages (English and Asian/Pacific languages) in the home is associated with the highest level of effort and highest grades in high school among six out of seven ethnic groups of Asian and Pacific-American students studied. The report also discusses directions for future study. Appendices contain the original questionnaire used for the study as well as the follow-up questionnaire used a year later. An extensive list of references is included. (PS)

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The Relation of High School Academic Performance and Student Effort to Language Use and Recency of Migration Among Asian- and Pacific-Americans

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INTRODUCTION:

This research report focuses on Asian- and Pacific-American adolescent high school achievement. It is part of a continuing collaborative effort between Stanford researchers and six high schools in the San Francisco Bay Area. This Study of Families and Schools, as part of the larger Study of Stanford and the Schools, is primarily concerned with studying the impact of family structures and processes on the social and academic performance of American high school students.

During the Spring of 1985, we collected questionnaire data from almost all students in the six participating high schools, ending up with detailed information on 7,836 students. These data contained information on 1,281 Asians and Pacific Islanders. In 1986, a short follow-up survey was given to 8,000 high school students, more than half of whom participated in the 1985 survey. This follow-up provided more detailed data on family structure, immigration, and language use. Of the students responding to the follow-up questionnaire, 611 high school students reported speaking an Asian or Pacific language in the home. These languages include Chinese, Japanese, Korean, Vietnamese (Indochinese), and Tongan and Samoan (Pacific Island). Distribution of these students is displayed in Table I.

In our analyses, we are primarily concerned with those 611 students who completed the follow-up questionnaire, comparing the academic performance of the productive bilingual students to those Asian students who report speaking only English at home, and to those whose parents do not speak an Asian or Pacific language. We also compare these bilingual students to those students who report speaking only an Asian language in the home. Furthermore, we are concerned with ways that recency of migration and generational differences affect the Asian- and Pacific-American student's academic performance, effort, and self-esteem.

RELATED LITERATURE:

The 1980 Census shows that the Asian/Pacific American community is composed of three and one half million individuals, and continues to grow at a rapid rate. During the 1970-80 decade, the Asian/Pacific American population increased by 128% (Tsuchida 1982).

By the middle 1970's, more than one-third of all legal immigrants to the United States, almost 150,000 per year, were arriving from Asia (Wong & Hirschman 1983:381). Occupationally, among Asians, immigrants are about twice as likely to be professional and technical workers as are other immigrant groups. However, as large-scale immigration from Asia continues, occupational status is becoming more diverse with increasing sales, clerical, and blue collar workers. Furthermore, a family-chain pattern of migration is reported to be developing, with an increase in the percentage of dependent children and dependent adults immigrating to the United States (Wong & Hirschman 1983:399).

Researchers in Asian-American ethnic issues (Fong 1965, Tagaki 1973, Sue 1973; 1975, Suzuki 1977:151, Mason 1982) have stated that Japanese and Chinese Americans in the past have been pressured into believing in an American assimilation model and in illusions of the melting pot (Yamamoto 1968:143). However, concerns with a positive sense of ethnic identity seem to permeate the current Asian-American experience (Chun 1980:9). Structural assimilation of ethnic groups into an American melting pot is widely recognized not to have occurred, and recent literature (Mithun 1983:209) suggests that older, as well as newly, immigrating ethnic groups serve as vehicles for communal solidarity.

One factor in the maintenance of cultural cohesiveness, as well as in adaptation through an acculturation process, can be found in the role of the family (Mason 1982, Mithun 1983). In fact, "as an agent of primary socialization, the family is the conduit, the shaper of the roles its members play in society, the arbiter of morality, and the maker of values, beliefs, and attitudes that determine how individuals behave in their social interactions (Mithun 1983:213)". Further, parenting styles, being culturally variant, play an important role in the socialization process of adolescents (Tang 1976). Chinese traditional family structure "...tended toward a patriarchal, patrilineal extended family...which was characterized by mutual dependency with the family, continuity, respect for authority, and self-sufficiency (Mithun 1983:215)." In a comparison of five ethnic groups in cultural assimilation of mainstream values by ethnic families, Mithun found that the Chinese responded with high agreement to the importance of parental authority in family processes, where Blacks, Puerto Ricans, and Mexican Americans responded only with some, or little, agreement (1983:213). Related to issues dealing with the family among Asian and Pacific ethnic groups in the United States is the role of variant language use in the home. Current research in the roles that languages play in ethnic identification and acculturation (Fishman 1985) suggests that productive bi- and multi-lingualism has been strongly associated with ethnic identity maintenance (Fishman 1985a, 1985b). Among Asian-Americans, the Chinese as well as Japanese have a history of productive bilingual language use in the home (Daniels 1971:146, Peterson 1978, Tang 1982).

Another factor that has warranted attention in research on the acculturation processes of Asian ethnic groups is the role of recency of migration, and differences in generations and waves of migration. Generational behavioral differences have been markedly noted among Asian-American immigrants, especially among the Japanese Issei, Nisei, and Sansei (Lyman 1971, Endo 1974, Gee 1982, O'Brien and Fugita 1983), the Chinese (Weiss 1973, Peterson 1978), Filipinos (Rabaya 1971, Cordova 1973, Wagner 1973, Okamura 1983), and Koreans (Shin 1971). This research suggests that generational differences in group identification play an important role in attitudes toward continuity and adjustment in Asian-American acculturation processes.

One aspect of generational difference lies in the conception of Asian-Americans as the 'successful model minority' (Hutchinson 1966, Yamamoto 1968, Okimoto 1971, Suzuki 1977, Wong 1977, Chun 1980). For example, Kitano 1969 (1976) and Peterson (1978) present the successful progress of Japanese Americans in terms of their high income and high education levels. This Asian-American

success stereotype has recently come under criticism (Endo 1974, Chun 1980) and, especially among Asian-American adolescents, this stereotype may be considered to have negative educational ramifications (Chun 1980).

When considering the Asian- and Pacific-American adolescent, current research points to the necessity of sensitively addressing and investigating the relations between home and school that more accurately reflect what is responsible for successes and failures in the American secondary school system. Differences among the various Asian and Pacific ethnic groups, as well as shared features, must be considered. In an attempt to begin to understand specific Asian- and Pacific-American ethnic group differences and similarities and their impact on the academic performance of the adolescent, the following paper focuses on the relation of high school academic performance and student effort engagement to variant language use and recency of migration.

ANALYSES AND RESULTS:

Combined Asian- and Pacific-American Analyses:

One of our major concerns in the Study of Families and Schools was a consideration of the differences among ethnic groups in academic achievement. As part of this concern, we began to look at differences in student mean effort engagement, mean self-esteem, mean self-reported grades, and reported authoritarian parenting style in the first through third generation of the combined Asian-American student sample. Generations were separated using information on student and parent nativity (See Appendix II, #11). We found that overall, among Asian-Americans, approximately 215 students reported being first generation (student and at least one parent foreign-born), approximately 110 students reported being second generation (student born in the U.S., at least one parent foreign-born), and approximately 95 students reported being third generation (both student and parent born in the U.S.) Among Pacific-American students, approximately 35 reported being first generation, 20 reported being second generation, and 20 reported being third generation.

Effort: Effort engagement was defined by a Guttman scale (0-4) involving a combination score for mean homework time, paying attention in class, mind wandering in class, and cutting class. These measures were taken from information provided by students completing the 1985 questionnaire (See Appendix I), with the lower the score, the higher the effort engagement. We found that students who report being first generation Asian-Americans engage in the greatest amount of academic effort (.434), and that third generation Asians engage in the least amount of effort (.581) in high school, among all Asian-Americans in our student sample (see Table II-A). Therefore, effort engagement appears to be decreasing with generation overall among Asians. A very different pattern is developing among Pacific-American students, with first generation students engaging in the lowest amount of effort (.806), and third generation students engaging in the greatest amount of effort (.429). There appears to be a consistent and sharp increase in effort from first through third Pacific-American students in our sample (See Table III-F). It should be noted that we recognize generational

Table I

Distribution of Specific Asian Ethnic Groups and Pacific Islanders
by First Student Survey and Follow-up Survey

	Chinese	Japanese	Korean	Unspecified Asian	Indochinese (Vietnamese)	Filipino	Pacific Island
(1985 Survey:) Not in Follow-up	117	54	41	105	98	166	91
(1985 & 1986 Survey:) In Follow-up	148	57	53	72	77	130	104
Total	265	111	94	177	173	296	165

characteristics may be variant due to the differing characteristics of migration waves. Our third generation Asian sample may be different from our first generation sample not only in factors involved with recency of migration, but also because they may be a very different group of individuals who immigrated for very different social, political, and personal reasons.

Self-Esteem: A self-esteem score was calculated using the Rosenberg self-concept scale. Among the overall Asian student population, mean self-esteem is greatest among second generation Asians (2.09), and lowest among first generation Asians (2.55) (Table II-A), again with a lower score designating a higher level of self-esteem. Among Pacific-American students, self-esteem rises consistently over generation, with third generation having the greatest self-esteem mean score (Table III-F).

Self-reported Grades: Self-reported grades were computed on a scale from 1-4, with the highest score representing the highest grade. These grades were based on information reported by students from the 1985 questionnaire (Appendix I, # 16). Among the overall Asian student sample, mean grades remain the same, consistently high, over the three generations and range from 3.31 (third generation) to 3.37 (first generation). Again, there is a slight tendency for grades to decrease from first to third generation but the difference is not considered significant. Pacific- American students again report an increase in grades over generation, starting much lower in first generation (2.44 compared to Asian 3.31) and rising in the second (2.92) and third generations (3.03). It should be noted that although the Pacific-Americans tend to increase grades over generation, they start lower than Asian-Americans and even in their highest third generation, show lower grades, overall, than Asian-Americans (Table III-F).

Parenting Styles: When looking at parental relations with students, among our overall groups, we summarized the general approach of parents to their adolescents in terms of parenting style. Diana Baumrind (1971) developed a typology of parenting styles which we have modified to fit our questionnaire data. These parenting styles are defined as Authoritarian, Permissive, and Authoritative. Authoritarian parents attempt to shape, control, and evaluate the behaviors and attitudes of their children in accord with an absolute set of standards. These parents emphasize obedience, respect for authority, work, tradition, and the preservation of order. Permissive parents, in contrast, are tolerant and accepting of the child's impulses, use as little punishment as possible, make few demands for mature behavior, and allow considerable self-regulation by the child. Authoritative parenting includes expectation of mature behavior from the child and clear setting of standards by the parents, firm enforcement of rules and standards but encouragement of the child's independence and individuality, and open communication between parents and children.

Parenting style, as measured by our reformulation of the Baumrind typology, seems to affect high school grades. For the general high school student population, both authoritarian and permissive parenting are associated with lower grades. Authoritative parenting, on the other hand, is associated with higher grades (Dornbusch, et al, 1987; Dornbusch, in process). However, among our Asian- and Pacific-American student sample, we have found some interesting generational variation. Among first

Table II

Mean Scores for Combined Asian Groups by Generation and Language Use in the Home

	Effort Engagement		Self-Esteem		Self-Reported Grades		Authoritarian Parenting Style	
	Mean	(N)	Mean	(N)	Mean	(N)	Mean	(N)
A. Generation:								
1st Generation Asians	.434 (.46)	208	2.55 (1.36)	170	3.37 (.67)	206	3.49 (.61)	211
2nd Generation Asians	.481 (.42)	103	2.09 (1.41)	99	3.32 (.70)	104	3.46 (.58)	105
3rd Generation Asians	.581 (.41)	89	2.33 (1.35)	86	3.31 (.64)	91	3.37 (.59)	67
B. Language Use in the Home:								
Asian Language Only:	.426 (.41)	93	2.91 (1.54)	75	3.43 (.67)	93	3.57 (.60)	98
English and Asian Language:	.351 (.46)	91	2.18 (1.22)	83	3.52 (.57)	92	3.40 (.56)	93
English Only:	.556 (.42)	185	2.25 (1.36)	169	3.25 (.71)	182	3.41 (.59)	183

Table III

Mean Scores for Specific Asian Ethnic Groups and Pacific Islanders by Generation

	Effort Engagement		Self-Esteem		Self-Reported Grades		Authoritarian Parenting Style	
	Mean	(N)	Mean	(N)	Mean	(N)	Mean	(N)
A. Chinese:								
1st Generation	.410	82	2.53	77	3.45	82	3.42	86
2nd Generation	.420	44	2.00	41	3.45	44	3.42	44
3rd Generation	.594	23	2.05	21	3.39	23	3.26	23
B. Japanese:								
1st Generation	.583	13	2.40	10	3.32	14	3.36	15
2nd Generation	.532	23	2.27	22	3.42	24	3.36	24
3rd Generation	.462	26	2.35	26	3.52	27	3.23	27
C. Korean:								
1st Generation	.502	36	2.79	29	3.39	35	3.68	33
2nd Generation	.625	14	2.67	12	3.39	14	3.67	14
(No 3rd generation data.)								
D. Vietnamese:								
1st Generation	.350	66	2.49	66	3.44	66	3.61	66
(No 2nd or 3rd generation data.)								

E. Filipino:

1st Generation	.573	63	2.48	58	3.14	65	3.52	64
2nd Generation	.734	51	2.15	41	2.83	50	3.44	50

(No 3rd Generation data.)

F. Pacific Islander:

1st Generation	.856	26	2.62	26	2.44	32	3.56	31
2nd Generation	.606	19	2.18	17	3.03	19	3.56	19
3rd Generation	.463	20	1.83	18	2.71	19	3.40	20

generation Asian-American high school students, the impact of authoritarian parenting is less negative. Authoritarian parenting is more associated with lower self-esteem and with more effort engagement in the third generation, but it is more strongly associated with lower grades and less effort engagement in the second generation in the overall Asian-American student sample (Table V-A).

Furthermore, authoritarian parenting style appears to decrease over generation, overall, among Asian-Americans, from 3.49 to 3.37 (Table II-A). Among the Pacific-American population, Authoritarian parenting style also decreases with generation, being highest in the first and second generations (3.56) and decreasing in the third generation (3.40) (Table III-F). It is interesting that among the Pacific-American population, Authoritarian parenting style is higher, across all generations, than among the combined Asian-Americans. This may point to a higher degree of Authoritarian parenting among Pacific-Americans across generations, having an effect on the acculturation process of the Pacific-American high school student.

Generation and Specific Asian Ethnic Groups:

We looked at the effort engagement, self-esteem, self-reported grades, and authoritarian parenting style measures of specific Asian-American ethnic groups. These included Chinese, Japanese, Korean, Vietnamese, and Filipino. We did not, however, break our Pacific-American sample into separate ethnic groups due to the very low numbers in each Pacific group.

When considering the separate Asian-American ethnic groups, we found that, among the Chinese, mean effort engagement and authoritarian parenting style decrease over generation, mean self-esteem increases across generation, and self-reported grades remain the same across generation (Table III-A). Furthermore, mean number of hours per week spent on homework tends to remain the same across generation (Table VII). Authoritarian parenting style is significantly associated with lower grades (-.362, $p<.05$) in the second generation, and somewhat associated with lower grades in the third generation (Table VI).

Among the Japanese, mean effort, self-esteem, and self-reported grades increase across generation, but authoritarian parenting style, as among the Chinese sample, decreases across generation (Table III-B). Mean number of hours per week spent on homework tends to increase across generations (Table VII) among Japanese-American students. Authoritarian parenting style tends to be associated with lower grades in the first generation (-.20, ns), and second generation (-.249, ns) among Japanese-Americans (Table VI).

No student reported being a third generation Korean, so we are limited to first and second generation data among Koreans. We found, however, that Koreans decrease mean effort and increase self-esteem across generation. Self-reported grades and authoritarian parenting style remain the same from first to second generation (Table III-C). We have no data for second and third generation Vietnamese students, so generational comparisons cannot at this point be made for the Vietnamese-American ethnic group (Table III-D). However, it should be stated that the first generation

Table IV

Mean Scores for Specific Asian Ethnic Groups and Pacific Islanders by Language Use in the Home

	Effort Engagement		Self-Esteem		Self-Reported Grades		Authoritarian Parenting Style	
	Mean	(N)	Mean	(N)	Mean	(N)	Mean	(N)
A. Chinese:								
Asian Language Only:	.525	37	2.79	37	3.28	37	3.55	39
English and Asian Language:	.357	56	2.19	53	3.60	56	3.32	58
English only:	.377	42	2.08	39	3.43	42	3.41	42
B. Japanese:								
Asian Language Only:	(.323	8)	(3.33	6)	(3.50	9)	3.18	10
English and Asian Language:	.600	10	1.90	10	3.41	11	3.27	11
English Only:	.567	35	2.44	35	3.43	35	3.36	35
C. Korean:								
Asian Language Only:	.488	20	3.00	15	3.58	19	3.70	18
English and Asian Language:	.358	10	(2.00	8)	3.60	10	3.72	10
English Only:	.625	20	2.89	19	3.20	20	3.61	19

D. Vietnamese:

Asian Language Only:	.338	35	2.75	24	3.43	35	3.64	37
English and Asian Language:	(.254	8)	2.21	14	3.41	17	3.70	17
English Only:	.567	15	1.92	12	3.10	15	3.50	15

E. Filipino:

Asian Language Only:	(.667	4	(2.00	3)	(2.60	5)	(3.50	4)
English and Asian Language:	.612	35	2.82	33	3.11	33	3.51	35
English Only:	.655	82	2.11	70	2.96	84	3.47	82

F. Pacific Islander:

Pacific Language Only:	(1.230	7)	(2.00	3)	(2.29	7)	(3.82	7)
English and Pacific Language:	.625	10	2.10	10	2.71	12	3.62	12
English Only:	.634	41	2.16	38	2.70	42	3.48	41

Table V

Correlation of Authoritarian Parenting Style and Effort, Self-Esteem, and Self-Reported Grades by Generation and Language Use in the Home

	Authoritarian with Effort Engagement		Authoritarian with Self-Esteem		Authoritarian with Self-Reported Grades	
A. Generation						
	r	N	r	N	r	N
1st Generation Asians	.015	201	.117	170	-.056	200
2nd Generation Asians	.128	103	.069	99	-.378***	104
3rd Generation Asians	-.144	89	.267*	86	-.056	91
B. Language Use in the Home:						
	r	N	r	N	r	N
Asian Language Only:	-.072	89	.048	75	-.038	90
English and Asian Language:	-.143	90	.141	83	-.045	91
English Only:	.129	183	.164*	169	-.223**	180

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* indicates $p<.05$
** indicates $p<.01$
*** indicates $p<.001$

Table VI

Correlation of Authoritarian Parenting Style and Self-Reported Grades by Generation for Specific Asian Ethnic Groups and Pacific Islanders

	Authoritarian by Self-Reported Grades	(N)
A. Chinese:		
1st Generation	.09	80
2nd Generation	-.362*	44
3rd Generation	-.027	23
B. Japanese:		
1st Generation	-.20	14
2nd Generation	-.249	24
3rd Generation	.120	27
C. Filipino:		
1st Generation	-.156	63
2nd Generation	-.267	48
3rd Generation	.789*	8
D. Pacific Islanders:		
1st Generation	-.122	36
2nd Generation	-.209	18
3rd Generation	.405	13

* indicates $p<.05$

Vietnamese reported the greatest mean number of hours per week spent on homework of all the Asian- American ethnic groups (Table VII).

Filipino-Americans exhibit interesting differences from the other Asian-American ethnic groups. Although we have no third generation data, we find that mean effort engagement and grades sharply decrease from the first to second generation (Table III-E). Self-esteem increases, but authoritarian parenting style remains the same. The Filipino-Americans are most different from other Asian-American ethnic groups in that self-reported grades not only decrease, but sharply decrease over generation, instead of remaining relative constant as they do among the Chinese, Japanese, and Korean-American student samples. Filipino-American students also report a decreasing mean number of hours per week spent on homework from first to second generation (3.78 to 3.41) (Table VII).

The Pacific-American students are increasing in the areas of effort engagement and self-esteem across generation. However, self-reported grades are seen to fluctuate, being highest among second generation Pacific-Americans, and authoritarian parenting decreases across generation. Pacific-American students report the lowest mean number of hours per week spent on homework of all the Asian/Pacific ethnic groups (3.33 second generation), and mean homework hours tends to fluctuate across generation. (Table VII).

By looking at the these individual ethnic groups, we note how important it is to look at the differences as well as similarities exhibited by the Asian-American and Pacific-American students in academic effort engagement, self-esteem, grades, as well as in reported parenting style in the home. We see that, in these categories, Pacific-Americans and Filipinos differ markedly from the other Asian-American groups. In academic performance, Chinese, Japanese, Koreans, and (first generation) Vietnamese start with high grades, and maintain these over generations. Filipino-American students start high but markedly decrease in self-reported academic performance. Pacific-Americans, on the other hand, start with the lowest grades of any ethnic group compared here, increase self-reported grades over generation, but still retain overall lower grades relative to other groups in this sample.

In mean academic effort engagement, Chinese, Koreans, and Filipino- Americans report decreasing effort over generation and Japanese-Americans report increasing effort. Pacific-Americans report the lowest level of effort engagement in the first generation, but increase effort the greatest of any group in this sample across generations.

Finally, with respect to parenting style, the impact of authoritarian parenting is less negative in the first generation among the overall Asian-American student sample, and is more associated with lower self-esteem in the third generation, but more strongly associated with lower grades and less effort engagement in the second generation of Asian-American students.

Language Use Among Asian- and Pacific-Americans:

When examining the impact of variant language use on effort engagement, self-esteem, and self-

Table VII

Mean Number of Hours Per Week Spent on Homework by Asian and Pacific Island Ethnic Group and Generation

	Chinese:	Japanese:	Vietnamese:	Filipino:	Pacific Island
1st Generation	3.97	3.72	4.34	3.78	3.56
2nd Generation	4.06	4.28	----	3.41	3.33
3rd Generation	3.98	4.09	----	----	3.73

reported grades, we found that use of *both* English and an Asian language was associated with with the highest level of effort engagement (.351), the highest self-esteem (.2.18), and the highest grades (3.52) among the combined Asian ethnic groups (Table II-B). Use of English only in the home was associated with the *lowest* degree of effort engagement (.556) and the lowest grades (3.25). Among the Pacific-Americans, use of *both* English and a Pacific language was also associated with the highest level of effort and the highest grades. Using a Pacific language only in the home was associated with the lowest effort and the lowest grades (Table IV-E).

Further, when examining variant language use among specific Asian- and Pacific-American ethnic groups, we found that among each group except the Japanese-American students, use of both English and an Asian language was associated with the highest level of effort engagement and the highest grades. (Table IV-F). However, among the Vietnamese, speaking an Asian language only in the home was associated with the highest grades, with both languages a close second.

When looking at self-esteem associated with variant language use, we found that among the Chinese, Vietnamese, and Filipino-Americans, self-esteem was highest when only English was spoken in the home. Among the Japanese, Korean, and Pacific-American students, self-esteem was highest when both English and an Asian (Pacific) language were spoken in the home (Table VI).

This tends to suggest that productive bilingualism may aid academic effort engagement and academic success among Asian- and Pacific- American high school students. Furthermore, self-esteem was highest among three of the Asian and Pacific ethnic groups when both English and an Asian (Pacific) language were spoken in the home.

DISCUSSION and CONCLUSION:

To summarize, our results point to three generalizations:

1. Asian-Americans and Pacific-Americans exhibit very different patterns in school acculturation processes. This points to the need to treat these groups as distinct when looking at issues of ethnicity and school achievement.

2. The impact of authoritarian parenting is less negative upon first generation high school students or students who only speak a non-English language in the home.

3. Use of both languages (English and Asian/Pacific Languages) in the home is associated with the highest level of effort and and highest grades in high school among six out of our seven ethnic groups of Asian and Pacific-American students. Only our small sample of Japanese do not fit this pattern. This finding points to the importance of the consideration of continuity and adjustment in the familial and cultural experience of Asian and Pacific-American high school students.

To further, and more sensitively, investigate the issues raised in this report, our efforts in 1987-88 will include detailed qualitative study of ethnic, neighborhood, and school contexts. We will focus on the perceptions of students, parents, teachers, and school administrators concerning the

characteristics of specific Asian ethnic groups, family processes, language use, and changing patterns within the family, neighborhood, and school. Our ethnic analyses will include some of the newer migrant groups whose educational performance is of current interest. Further, we will look at quantitative and qualitative information about Vietnamese, Filipino, and Chinese migrants from Asia. We intend to study changes through time in student effort and academic performance for members of each group of migrants with careful analyses of the impact of language use by students and their families. These analyses will seek to determine whether shifts in the normative reference group can explain the changing patterns of effort and performance to which our current findings and analyses point.

Notes

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Appendix I

First Student Questionnaire

1985

THIS IS NOT A TEST. THERE ARE NO WRONG ANSWERS; WE JUST WANT TO KNOW HOW YOU FEEL ABOUT THESE THINGS. NO ONE AT YOUR SCHOOL WILL KNOW WHICH ANSWERS ARE YOURS, SO DON'T BE AFRAID "TO TELL IT LIKE IT IS".

LET'S BEGIN WITH SOME BACKGROUND INFORMATION ABOUT YOU. IT SHOULD TAKE ONLY A FEW MINUTES TO FILL OUT, AND WE WILL THEN GO ON TO THE MORE INTERESTING ISSUES.

IF ANSWERING ANY QUESTION IS EMBARRASSING OR MAKES YOU FEEL UNCOMFORTABLE, DON'T ANSWER THAT QUESTION.

1. What is your sex? *(Circle one number)* Male.....1 Female.....2 (14)

2. How old are you? _____ Years _____ Months (15-18)

3. What is your height (in your stocking feet)? _____ Feet _____ Inches (19-21)

4. What is your weight? _____ Lbs. (22-24)

5. What grade are you in? *(Circle one)* 9 10 11 12 (25-26)

6. When you were a child, what were the *first* languages you spoke at home? *(Circle as many numbers as apply)* (27-28)

English.....01	Vietnamese.....06
Spanish.....02	Japanese.....07
Italian.....03	Tagalog/Ilokano.....08
Chinese.....04	Tongan.....09
Korean.....05	Samoan.....10
Other (please specify) _____	11

7. Which languages are *often* spoken at home? *(Circle as many numbers as apply)* (29-32)

English.....01	Vietnamese.....06
Spanish.....02	Japanese.....07
Italian.....03	Tagalog/Ilokano.....08
Chinese.....04	Tongan.....09
Korean.....05	Samoan.....10
Other (please specify) _____	11

8. How do you describe yourself? *(Circle one choice only)* (33)

Asian or Asian-American.....1	Mexican-American, Latino, or Hispanic.....5
Black or Afro-American.....2	White or Caucasian.....6
Filipino.....3	Pacific Islander.....7
Native-American, American Indian.....4	Vietnamise.....8
Other (please specify) _____	9

9. How many rooms are in your house, not including hallways or bathrooms? _____ Rooms (34-35)

10. Do you have a quiet place in your home to study or do your homework? *(Circle one number)* (36)

YES . . . . . 1 NO 2

11. Where do you usually study? *(Circle all that apply)*

At home 1	(37)
At a friend's 2	(38)
At the library 3	(39)
At school 4	(40)
I don't study 5	(41)

12. Which of the following is in the room where you study or do your homework, and is it "on" when you study? *(Circle one number for each line)*

	No, not in the room	Yes, but not on when I study	Yes, sometimes on when I study	Yes, usually on when I study	
TV	1	2	3	4	(42)
Stereo	1	2	3	4	(43)
Radio	1	2	3	4	(44)
"Walkman"	1	2	3	4	(45)

NOW WE'RE GOING TO ASK SOME QUESTIONS ABOUT HIGH SCHOOL AND YOUR FUTURE EDUCATION.

13. How would you describe most of the courses that you are taking? *(Circle one choice only)* (46)

College Prep. 1	
General. 2	
Vocational or Business. 3	
Remedial or Basic Skills. 4	
Special Education. 5	
Don't Know. 6	

14. Have you ever been in an Advanced Placement, Advanced Standing, or Honors class?*(Circle one number)*

YES . . . . . 1 NO 2

(47)

15. Which of the following best describes your grades so far in high school? *(Circle one choice only)* (48)

Mostly A's. 1
About half A's and half B's. 2
Mostly B's. 3
About half B's and half C's. 4
Mostly C's. 5
About half C's and half D's. 6
Mostly D's. 7
Mostly below D. 8
I am not sure. 9

16. How good a student are you, compared to others at your school? *(Circle one choice only)* (49)

Far above average. 1
Above average. 2
Average. 3
Below average. 4
Far below average. 5

17. How far would you *like* to go in school? *(Check one only)*

I would like to:
___ Quit school as soon as possible (50)
___ Finish high school (51)
___ Get some college or other training after high school (52)
___ Get a two-year community college degree (53)
___ Finish college with a four-year college degree (54)
___ Finish college and take further training *(medical, law, graduate school, etc.)* (55)

18. How far do you *expect* to go in school? *(Check one only)*

I expect to:
___ Quit school as soon as possible (56)
___ Finish high school (57)
___ Get some college or vocational or military training after high school (58)
___ Get a two-year community college degree (59)
___ Finish college with a four-year college degree (60)
___ Finish college and take further training *(medical, law, graduate school, etc.)* (61)

19. How much has each of the following persons influenced your plans for further education?
(Circle one number for each person)

	Not in my family	Not at all	Somewhat	A great deal	
Your mother	1	2	3	4	(62)
Your stepmother or female guardian	1	2	3	4	(63)
Your father	1	2	3	4	(64)
Your stepfather or male guardian	1	2	3	4	(65)
Other relatives	1	2	3	4	(66)
Guidance counselors, advisors, or administrators		2	3	4	(67)
Teachers		2	3	4	(68)
Friends		2	3	4	(69)

Now we're going to ask some questions about your courses. **FOR ANY SUBJECT THAT YOU ARE NOT TAKING NOW, ANSWER FOR THE LAST CLASS YOU TOOK IN THAT SUBJECT.** *PICK ONLY ONE CLASS FOR EACH SUBJECT.*

20. How important is it to your parents (or stepparents or guardians) that you work hard at your schoolwork? *(Circle one choice for each class)*

	Extremely important	Very important	Moderately important	Slightly important	Not at all important	Never taken this subject	
Math	1	2	3	4	5	6	(70)
English	1	2	3	4	5	6	(71)
Social Studies	1	2	3	4	5	6	(72)
Science	1	2	3	4	5	6	(73)
Vocational/Business	1	2	3	4	5	6	(74)
Fine Arts --*Music, Drama, etc.*	1	2	3	4	5	6	(75)
Foreign Language	1	2	3	4	5	6	(76)
PE	1	2	3	4	5	6	(77)

21. How hard do you try to get good grades in each of these classes?
(Circle only one choice for each class)

	Extremely hard	Very hard	Moderately hard	Slightly hard	Not at all hard	Never taken this subject	
Math	1	2	3	4	5	6	(78)
English	1	2	3	4	5	6	(79)
Social Studies	1	2	3	4	5	6	(80)
Science	1	2	3	4	5	6	(81)
Vocational/Business	1	2	3	4	5	6	(82)
Fine Arts --*Music, Drama, etc.*	1	2	3	4	5	6	(83)
Foreign Language	1	2	3	4	5	6	(84)
PE	1	2	3	4	5	6	(85)

22. Everyone gets a poor grade sometimes. When you get a poor grade, how hard do you try to get a better grade? *(Circle only one choice for each class)*

	Extremely hard	Very hard	Moderately hard	Slightly hard	Not at all hard	Never taken this subject	
Math	1	2	3	4	5	6	(86)
English	1	2	3	4	5	6	(87)
Social Studies	1	2	3	4	5	6	(88)
Science	1	2	3	4	5	6	(89)
Vocational/Business	1	2	3	4	5	6	(90)
Fine Arts --*Music, Drama, etc.*	1	2	3	4	5	6	(91)
Foreign Language	1	2	3	4	5	6	(92)
PE	1	2	3	4	5	6	(93)

23. How often do you feel so confused about what's going on in each of these classes that you don't see any reason to try? *(Circle only one choice for each class)*

	Always	Usually	Fairly often	Seldom	Never	Never taken this subject	
Math	1	2	3	4	5	6	(94)
English	1	2	3	4	5	6	(95)
Social Studies	1	2	3	4	5	6	(96)
Science	1	2	3	4	5	6	(97)
Vocational/Business	1	2	3	4	5	6	(98)
Fine Arts --*Music, Drama, etc.*	1	2	3	4	5	6	(99)
Foreign Language	1	2	3	4	5	6	(100)
PE	1	2	3	4	5	6	(101)

24. Everyone gets a good grade sometimes. When you get a good grade, which reason usually causes the good grade? *(Circle the <u>one best</u> choice for each class)*

	I was lucky	I worked hard	The teacher liked me	I'm good at this subject	Never taken this subject	
Math	1	2	3	4	5	(102)
English	1	2	3	4	5	(103)
Social Studies	1	2	3	4	5	(104)
Science	1	2	3	4	5	(105)
Vocational/Business	1	2	3	4	5	(106)
Fine Arts --*Music, Drama, etc.*	1	2	3	4	5	(107)
Foreign Language	1	2	3	4	5	(108)
PE	1	2	3	4	5	(109)

25. Everyone gets a poor grade sometimes. When you get a poor grade, which reason usually causes the poor grade? *(Circle the <u>one best</u> choice for each class)*

	I had bad luck	I didn't work hard enough	The teacher didn't like me	I'm not good at this subject	Never taken this subject	
Math	1	2	3	4	5	(110)
English	1	2	3	4	5	(111)
Social Studies	1	2	3	4	5	(112)
Science	1	2	3	4	5	(113)
Vocational/Business	1	2	3	4	5	(114)
Fine Arts --*Music, Drama, etc.*	1	2	3	4	5	(115)
Foreign Language	1	2	3	4	5	(116)
PE	1	2	3	4	5	(117)

26. How often do you really pay attention to the classwork during each of these classes? *(Circle only one choice for each class)*

	Always	Usually	Fairly often	Seldom	Never	Never taken this subject	
Math	1	2	3	4	5	6	(118)
English	1	2	3	4	5	6	(119)
Social Studies	1	2	3	4	5	6	(120)
Science	1	2	3	4	5	6	(121)
Vocational/Business	1	2	3	4	5	6	(122)
Fine Arts --*Music, Drama, etc.*	1	2	3	4	5	6	(123)
Foreign Language	1	2	3	4	5	6	(124)
PE	1	2	3	4	5	6	(125)

27. How often does your mind wander in each of these classes? *(Circle only one choice for each class)*

	Always	Usually	Fairly often	Seldom	Never	Never taken this subject	
Math	1	2	3	4	5	6	(14)
English	1	2	3	4	5	6	(15)
Social Studies	1	2	3	4	5	6	(16)
Science	1	2	3	4	5	6	(17)
Vocational/Business	1	2	3	4	5	6	(18)
Fine Arts --*Music, Drama, etc.*	1	2	3	4	5	6	(19)
Foreign Language	1	2	3	4	5	6	(20)
PE	1	2	3	4	5	6	(21)

28. When you find you aren't learning the subject, how hard do you try to do better?
(Circle only one choice for each class)

	Extremely hard	Very hard	Moderately hard	Slightly hard	Not at all hard	Never taken this subject	
Math	1	2	3	4	5	6	(22)
English	1	2	3	4	5	6	(23)
Social Studies	1	2	3	4	5	6	(24)
Science	1	2	3	4	5	6	(25)
Vocational/Business	1	2	3	4	5	6	(26)
Fine Arts --*Music, Drama, etc...*	1	2	3	4	5	6	(27)
Foreign Language	1	2	3	4	5	6	(28)
PE	1	2	3	4	5	6	(29)

29. Approximately what is the total amount of time you currently spend on homework each week, including reading assignments? *(Circle one choice only)* (30)

No homework is ever assigned 1
I have homework, but I don't do it 2
Less than 1 hour a week 3
Between 1 and 3 hours a week 4
Between 3 and 5 hours a week 5
Between 5 and 10 hours a week 6
Between 10 and 15 hours a week 7
More than 15 hours a week 8

30. For each class, how much time do you currently put into homework each week, including reading assignments? *(Circle one choice for each class you are currently taking)*

	None	About 15 minutes a week	About 30 minutes a week	About an hour a week	About 2 or 3 hours a week	About 4 or more hours a week	No homework assigned	
Math	1	2	3	4	5	6	7	(31)
English	1	2	3	4	5	6	7	(32)
Social Studies	1	2	3	4	5	6	7	(33)
Science	1	2	3	4	5	6	7	(34)
Vocational/Business	1	2	3	4	5	6	7	(35)
Fine Arts --*Music, Drama, etc...*	1	2	3	4	5	6	7	(36)
Foreign Language	1	2	3	4	5	6	7	(37)
PE	1	2	3	4	5	6	7	(38)

31. How often do you avoid each of these classes by getting an *excused* absence?
(Circle only one choice for each class)

	Almost every day	Once or twice a week	A few times a month	A few times a year	Never avoid	Never taken this subject	
Math	1	2	3	4	5	6	(39)
English	1	2	3	4	5	6	(40)
Social Studies	1	2	3	4	5	6	(41)
Science	1	2	3	4	5	6	(42)
Vocational/Business	1	2	3	4	5	6	(43)
Fine Arts --*Music, Drama, etc.*	1	2	3	4	5	6	(44)
Foreign Language	1	2	3	4	5	6	(45)
PE	1	2	3	4	5	6	(46)

32. How often do you cut (an *unexcused* absence) each of these classes?
(Circle only one choice for each class)

	Almost every day	Once or twice a week	A few times a month	A few times a year	Never cut	Never taken this subject	
Math	1	2	3	4	5	6	(47)
English	1	2	3	4	5	6	(48)
Social Studies	1	2	3	4	5	6	(49)
Science	1	2	3	4	5	6	(50)
Vocational/Business	1	2	3	4	5	6	(51)
Fine Arts --*Music, Drama, etc.*	1	2	3	4	5	6	(52)
Foreign Language	1	2	3	4	5	6	(53)
PE	1	2	3	4	5	6	(54)

NOW WE'RE GOING TO ASK YOU SOME QUESTIONS ABOUT YOUR FAMILY AND THE FAMILY-SCHOOL RELATIONSHIP.

33. Which of the following people now live in your household?
(Circle all the numbers that apply)

	YES	NO	
a. Mother	1	2	(55)
b. Stepmother	1	2	(56)
c. Other female guardian	1	2	(57)
d. Father	1	2	(58)
d. Stepfather	1	2	(59)
e. Other male guardian	1	2	(60)

34. When was the last time that any parent, stepparent or guardian joined or left your household? *(Circle only one number)* (61)

Never any change in parents or guardians..... 0
More than 10 years ago..... 1
5 to 10 years ago..... 2
About 4 years ago..... 3
About 3 years ago..... 4
About 2 years ago..... 5
About 1 year ago..... 6
Within the last year..... 7

35. How many of these people now live in your household? *(Circle all the numbers that apply)*

a. Brothers	0	1	2	3	4 or more	(62)
b. Stepbrothers	0	1	2	3	4 or more	(63)
a. Sisters	0	1	2	3	4 or more	(64)
b. Stepsisters	0	1	2	3	4 or more	(65)
c. Grandmothers	0	1	2			(66)
d. Grandfathers	0	1	2			(67)
e. Other adult male relatives, (*not parent or guardian*)	0	1	2 or more			(68)
f. Other adult female relatives, (*not parent or guardian*)	0	1	2 or more			(69)
g. Other children	0	1	2 or more			(70)

36. Please list the AGES of your brothers, stepbrothers, sisters, and stepsisters. Include the ages of those who have moved out.

Brothers	____	____	____	____	(71)
Stepbrothers	____	____	____	____	(72)
Sisters	____	____	____	____	(73)
Stepsisters	____	____	____	____	(74)

37. When was the last time that you moved? *(Circle one number)* (75)

Never moved..... 0
More than 10 years ago..... 1
5 to 10 years ago..... 2
About 4 years ago..... 3
About 3 years ago..... 4
About 2 years ago..... 5
About 1 year ago..... 6
Within the last year..... 7

38. How much are your parents (or stepparents or guardians) involved in your high school education? *(Circle only one choice for each line)*

	Not in my family	Extremely involved	Very involved	Moderately involved	Slightly involved	Not at all involved	
Mother.....	1	2	3	4	5	6	(76)
Stepmother or female guardian...	1	2	3	4	5	6	(77)
Father.....	1	2	3	4	5	6	(78)
Stepfather or male guardian....	1	2	3	4	5	6	(79)

39. How do you feel about the current level of involvement of each parent in your high school education? *(Circle only one choice for each line)*

	Not in my family	I would like much more	I would like more	About right	I would like less	I would like much less	
Mother.....	1	2	3	4	5	6	(80)
Stepmother or female guardian...	1	2	3	4	5	6	(81)
Father.....	1	2	3	4	5	6	(82)
Stepfather or male guardian....	1	2	3	4	5	6	(83)

40. How often does each of your parents participate in the programs planned by your high school for parents or adults? *(Circle only one number for each line)*

	Not in my family	Always	Usually	Fairly often	Seldom	Never	
Mother.....	1	2	3	4	5	6	(84)
Stepmother or female guardian....	1	2	3	4	5	6	(85)
Father.....	1	2	3	4	5	6	(86)
Stepfather or male guardian.....	1	2	3	4	5	6	(87)

41. How often does each of your parents attend high school activities in which you participate (sports, music, clubs, etc.)? *(Circle only one number for each line)*

	Not in my family	Always	Usually	Fairly often	Seldom	Never	
Mother.....	1	2	3	4	5	6	(88)
Stepmother or female guardian.....	1	2	3	4	5	6	(89)
Father.....	1	2	3	4	5	6	(90)
Stepfather or male guardian.....	1	2	3	4	5	6	(91)

42. When you get a *good* grade, which of the following reactions do you sometimes get from your parents (stepparents or guardians)? *(Circle one number for each line)*

	Usually	Sometimes	Never	
They praise me.	1	2	3	(92)
They give me a gift.	1	2	3	(93)
They give me an increased allowance.	1	2	3	(94)
They give me more freedom to make my own decisions.	1	2	3	(95)
They give me permission to stay out later at night.	1	2	3	(96)
They give me fewer restrictions.	1	2	3	(97)
They tell me I should do even better.	1	2	3	(98)
They say my other grades should be as good.	1	2	3	(99)
They consider it natural and do nothing special.	1	2	3	(100)
They don't know about it.	1	2	3	(101)
They don't care.	1	2	3	(102)

43. When you get a *poor* grade, which of the following reactions do you sometimes get from your parents (stepparents or guardians)? *(Circle one number for each line)*

	Usually	Sometimes	Never	
They get upset with me.	1	2	3	(103)
They reduce my allowance.	1	2	3	(104)
They take away freedom to make my own decisions.	1	2	3	(105)
They say I can't stay out as late at night.	1	2	3	(106)
I have more restrictions.	1	2	3	(107)
I am grounded.	1	2	3	(108)
I lose the use of the car.	1	2	3	(109)
They make my life miserable.	1	2	3	(110)
They make me feel guilty.	1	2	3	(111)
They encourage me to try harder.	1	2	3	(112)
They offer to help me.	1	2	3	(113)
They talk to my teacher, principal, or counsellor about it.	1	2	3	(114)
They don't know about it.	1	2	3	(115)
They don't care.	1	2	3	(116)

44. How often do each of the following people help you with your homework? *(Circle one number for each line)*

	Not in my family	Everyday	2-3 times per week	2-3 times per month	2-3 times per year	Never	
Mother (or female guardian).	1	2	3	4	5	6	(117)
Father (or male guardian).	1	2	3	4	5	6	(118)
Other adult male in my home.	1	2	3	4	5	6	(119)
Other adult female in my home.	1	2	3	4	5	6	(120)
Brothers or sisters.	1	2	3	4	5	6	(121)
Friends.		2	3	4	5	6	(122)

45. How often do each of the following adults in your home check whether you've finished your homework? *(Circle one number for each line)*

	Not in my home	Always	Usually	Fairly often	Seldom	Never	
Mother (or female guardian). . . .	1	2	3	4	5	6	(123)
Father (or male guardian).	1	2	3	4	5	6	(124)
Other adult male in my home. . . .	1	2	3	4	5	6	(125)
Other adult female in my home. .	1	2	3	4	5	6	(126)

46. Who makes most of the decisions on the following: *(Circle one number for each line)*

a. Choosing your clothes . . . . . 1 . . . . . 2 . . . . . 3 . . . . . 4 . . . . . 5 . . . . 6 . . . . . 7 . . . . . 8 (14)

b. How to spend your money . . . . 1 . . . . . 2 . . . . . 3 . . . . . 4 . . . . . 5 . . . . 6 . . . . . 7 . . . . . 8 (15)

c. Which friends to go out with . . 1 . . . . . 2 . . . . . 3 . . . . . 4 . . . . . 5 . . . . 6 . . . . . 7 . . . . . 8 (16)

d. How late you can stay out . . . . 1 . . . . . 2 . . . . . 3 . . . . . 4 . . . . . 5 . . . . 6 . . . . . 7 . . . . . 8 (17)

47. These are some of the things that parents (stepparents and guardians) say to their children. Please think about your family conversations and indicate for each of the following items how frequently you hear similar things: *(Circle one number for each line)*

	Very often	Often	Sometimes	Rarely	Never	
Do they . . .						
Tell you that their ideas are correct and that you should not question them	1	2	3	4	5	(18)
Say that you should always look at both sides of the issue	1	2	3	4	5	(19)
Answer your arguments by saying something like "You'll know better when you grow up" ..	1	2	3	4	5	(20)
Say that you should give in on arguments rather than make people angry	1	2	3	4	5	(21)
Admit that you know more about some things than adults do	1	2	3	4	5	(22)
Talk at home about things like politics or religion, where one takes a different side from others	1	2	3	4	5	(23)

48. Now, please indicate how much your parents (stepparents or guardians) emphasize the following things: *(Circle one number for each line)*

	Very much	Pretty much	Somewhat	Not too much	Not at all	
Do they emphasize . . .						
That it is important to get your ideas across even if others don't like it	1	2	3	4	5	(24)
That every member of your family should have some say in family decisions	1	2	3	4	5	(25)
That you shouldn't argue with adults	1	2	3	4	5	(26)
That the best way to stay out of trouble is to keep away from it	1	2	3	4	5	(27)

49. Is there a television in your home?
(Circle one number) No .....1 Yes 2 (28)

50. The *main* reason I watch TV is that: *(Check only one answer)*

___ Watching TV is fun. (29)
___ Watching TV helps me forget about things that bother me. (30)
___ Watching TV helps me learn about new things. (31)
___ There's nothing better to do. (32)
___ It gives me something to talk about. (33)

51. In your family are there any rules about watching television? (34)

No ..... 1 *Skip the next question and go to question 53.*
Yes ..... 2 *Continue with the next question, number 52.*

52. Which of these are rules your family has about TV? *(Circle one number for each line)*

	Yes	No	
There are some shows my parents (stepparents or guardians) do not let me watch.	1	2	(35)
I am only allowed to watch at certain times of the day or night.	1	2	(36)
I cannot watch until my homework is done.	1	2	(37)
I cannot watch until my chores (duties) are done.	1	2	(38)
I am allowed to watch only for a certain amount of time each day.	1	2	(39)
There are some shows my parents (stepparents or guardians) say I should watch.	1	2	(40)
I have to ask permission to turn the TV on.	1	2	(41)
Sometimes when my parents (stepparents or guardians) are angry with me, they don't let me watch TV.	1	2	(42)
Sometimes if I've done something well, my parents (stepparents or guardians) let me watch more TV.	1	2	(43)
I make my own decisions about watching TV.	1	2	(44)

THE NEXT FEW QUESTIONS ARE ABOUT YOUR JOB.

53. Have you ever worked for pay outside your own home during the school year? (45)

No . . . . . 1 *Go to question 54, page 16.*
Yes . . . . . 2 *Continue with questions A, B, C and D below.*

A. Are you currently working for pay outside your own home? *(Circle one)* (46)

No . . . . . 1 Yes 2

B. On your current or most recent after-school job, about how many hours per week on the average did you work? *(Circle one choice only)* (47)

1-4 hours per week. 1
5-9 hours per week. 2
9-14 hours per week. 3
15-21 hours per week. 4
22-29 hours per week. 5
30-34 hours per week. 6
35 hours or more per week. 7

C. Which of the job categories below comes closest to the kind of work you did on your current or most recent after-school job? (If more than one kind of work, choose the one which paid you the most per week.) *(Circle one choice only)* (48)

Gardening work or odd jobs. 01
Fast food or drive-in employee. 02
Babysitting or child care. 03
Farm or agricultural work. 04
Factory work, unskilled or semi-skilled. 05
Service station attendant. 06
Skilled trade. 07
Other manual labor. 08
Store clerk or salesperson. 09
Office or clerical. 10
Library assistant. 11
Computer programmer or data entry. 12
Hospital or health. 13
Employed for pay at school. 14
Other (please specify) _____ 15

D. In describing your current or most recent after-school job, would you say it is . . . *(Circle only one number for each line)*

	Yes	No	
A place where people goof off?	1	2	(49)
Something you do just for the money?	1	2	(50)
More enjoyable than school?	1	2	(51)
Encourages good work habits?	1	2	(52)
More important for you than school?	1	2	(53)

NOW WE'RE GOING TO ASK SOME QUESTIONS ABOUT YOU AND YOUR FRIENDS.

54. When your parents (stepparents or guardians) and your close friends disagree about an important matter, and both groups will find out which choice you make, which choice are you likely to make? *(Circle one choice only)* (54)

I'm sure I would choose to do what my parents want 1
Probably I would choose to do what my parents want 2
Don't know, can't decide what I would do 3
Probably I would do what my friends want 4
I'm sure I would do what my friends want 5

55. When your parents (stepparents or guardians) and your close friends disagree about an important matter, and neither group will find out which choice you make, which choice are you likely to make? *(Circle one choice only)* (55)

I'm sure I would choose to do what my parents want 1
Probably I would choose to do what my parents want 2
Don't know, can't decide what I would do 3
Probably I would do what my friends want 4
I'm sure I would do what my friends want 5

56. When your parents (stepparents or guardians) and close friends disagree about an important matter, and your friends will find out but your parents won't, which choice are you likely to make? *(Circle one choice only)* (56)

I'm sure I would choose to do what my parents want 1
Probably I would choose to do what my parents want 2
Don't know, can't decide what I would do 3
Probably I would do what my friends want 4
I'm sure I would do what my friends want 5

57. How do you feel about each of the following statements?
(Circle one number for each line)

	Strongly agree	Agree	Disagree	Strongly disagree	
On the whole, I am satisfied with myself.	1	2	3	4	(57)
At times I think I am no good at all.	1	2	3	4	(58)
I feel that I have a number of good qualities.	1	2	3	4	(59)
I am able to do things as well as most other people.	1	2	3	4	(60)
I feel I do not have much to be proud of.	1	2	3	4	(61)
I certainly feel useless at times.	1	2	3	4	(62)
I feel that I'm a person of worth, at least on an equal plane with others.	1	2	3	4	(63)
I wish I could have more respect for myself.	1	2	3	4	(64)
All in all, I am inclined to feel that I am a failure.	1	2	3	4	(65)
I take a positive attitude toward myself.	1	2	3	4	(66)

58. In the following list are some things which some students do in their free time during the school week. Which of these do you do at least once FROM MONDAY THROUGH FRIDAY after your last class? *Circle the total number of hours you do each thing during the week. If you* **don't** *do something,* **circle the 0** *for the number of hours.*

	0 Hours	1-4 Hours	5-9 Hours	10-19 Hours	20-29 Hours	30 hours or more	
Play sports or do exercise?	0	1	2	3	4	5	(67)
Take lessons (like dance, music, language, or others)	0	1	2	3	4	5	(68)
Do arts or crafts, build models, sew, draw, or things like that?	0	1	2	3	4	5	(69)
Hang out with friends?	0	1	2	3	4	5	(70)
Go to a club meeting (like scouts, youth groups, or others)?	0	1	2	3	4	5	(71)
Participate in religious activities?	0	1	2	3	4	5	(72)
Rest, do nothing?	0	1	2	3	4	5	(73)
Do volunteer work?	0	1	2	3	4	5	(74)
Party?	0	1	2	3	4	5	(75)
Work on a car or motorcycle?	0	1	2	3	4	5	(76)
Do chores around your house (such as take out the garbage, make your bed, set the table and others)?	0	1	2	3	4	5	(77)
Watch TV	0	1	2	3	4	5	(78)
Listen to the radio or stereo	0	1	2	3	4	5	(79)
Do schoolwork	0	1	2	3	4	5	(80)

THAT IS THE END OF OUR QUESTIONS.
PLEASE PLACE YOUR COMPLETED QUESTIONNAIRE FACE DOWN AT THE FRONT OF THE CLASS.

THANK YOU FOR YOUR HELP. WE APPRECIATE IT.

Appendix II

Follow-Up Student Questionnaire

1986

Student Family Information Sheet 1986

In order to serve you and your family better, we need some additional information. When you are finished, your teacher will collect your Information Sheet. Thank you.

1. Which of the following people now live in your household?
(Circle "Yes" or "No" for each line.)

	Present in my household		
a. Father	Yes	No	(14)
b. Mother	Yes	No	(15)
c. Stepfather	Yes	No	(16)
d. Stepmother	Yes	No	(17)
e. Other male guardian	Yes	No	(18)
f. Other female guardian	Yes	No	(19)
g. Grandfather(s)	Yes	No	(20)
h. Grandmother(s)	Yes	No	(21)
i. Other adult male relatives, (*not parent or guardian*)	Yes	No	(22)
j. Other adult female relatives, (*not parent or guardian*)	Yes	No	(23)
k. Other adult males who are not relatives	Yes	No	(24)
l. Other adult females who are not relatives	Yes	No	(25)

2. How many of these people are now living in your household?
(Circle one number for each line.)

a. Brothers	0	1	2	3	4 or more	(26)
b. Sisters	0	1	2	3	4 or more	(27)
c. Stepbrothers	0	1	2	3	4 or more	(28)
d. Stepsisters	0	1	2	3	4 or more	(29)
e. Other male children	0	1	2	3	4 or more	(30)
f. Other female children	0	1	2	3	4 or more	(31)

3. Please give the age of each of the following persons:
(If you're not sure, give your best guess.)

a. Your mother	_____	years old	(32-33)
b. Your father	_____	years old	(34-35)
c. Your stepmother or female guardian *(if you have one)*	_____	years old	(36-37)
d. Your stepfather or male guardian *(if you have one)*	_____	years old	(38-39)

Questions 4 — 8 ask you about your living arrangements with your natural parents.
(Circle "Yes" or "No" for each line.)

4. Are both of your natural parents living?	Yes	No	(40)
5. Are your natural parents separated or divorced?	Yes	No	(41)
6. Do you live with both natural parents?	Yes	No	(42)
7. Do you see both of your natural parents regularly?	Yes	No	(43)
8. Do both of your natural parents live in the Bay Area?	Yes	No	(44)

9. How long have you lived in California?	_____	years	(45-46)
10. How long have you lived in the United States?	_____	years	(47-48)

11. **Where were you and each of your parents born? If applicable, answer also for your stepparents (or guardians).**

Circle <u>one number</u> in each line.

	California	Other U.S. state or Canada	Mexico	Caribbean (Cuba, Puerto Rico, West Indies ...)	Central America	South America	Europe	Southeast Asia (Vietnam, Cambodia, Laos, Thailand)	Eastern Asia (China, Taiwan, Japan, Korea)	The Philippines	Pacific Islands (Tonga, Samoa ...)	Other	Not applicable or Don't know	
You	1	2	3	4	5	6	7	8	9	10	11	12	13	(49-50)
Your father	1	2	3	4	5	6	7	8	9	10	11	12	13	(51-52)
Your mother	1	2	3	4	5	6	7	8	9	10	11	12	13	(53-54)
Your stepfather	1	2	3	4	5	6	7	8	9	10	11	12	13	(55-56)
Your stepmother	1	2	3	4	5	6	7	8	9	10	11	12	13	(57-58)

12. **What was the highest level of education completed by each of your parents? If applicable, answer also for your stepparents (or guardians).** *(Circle one number in each column.)*

	Your <u>mother</u>	Your <u>father</u>	Your <u>stepmother</u>	Your <u>stepfather</u>	
Not a high school graduate	1	1	1	1	(59-62)
High school graduate	2	2	2	2	
Vocational or trade school	3	3	3	3	
Some College	4	4	4	4	
Four year college degree	5	5	5	5	
Graduate or professional degree	6	6	6	6	
Don't Know	7	7	7	7	
Not applicable	8	8	8	8	

The following four questions ask about the languages that you and the adults in your household speak. Please answer only for you and the adults in your home.

For each question, <u>circle all the numbers</u> that apply.

	English	Spanish	Other European	Chinese	Korean	Japanese	Vietnamese	Filipino	Tongan/Samoan	Other	
13. Which languages do *you* speak <u>often</u> in your home?	1	2	3	4	5	6	7	8	9	10	(63-68)
14. Which languages does your mother (stepmother or female guardian) speak <u>often</u> in your home?	1	2	3	4	5	6	7	8	9	10	(69-74)
15. Which languages does your father (stepfather or male guardian) speak <u>often</u> in your home?	1	2	3	4	5	6	7	8	9	10	(75-80)
16. Which languages do *you* feel comfortable speaking?	1	2	3	4	5	6	7	8	9	10	(81-86)

17. **Do you ever watch T.V. shows that are in a language other than English?** .. Yes ..... No (87)
18. **Have you ever been in a bilingual/ESL class in high school?** ..... Yes ..... No (88)
19. **Have you ever been in a remedial class in high school?** ..... Yes ..... No (89)
20. **Have you ever been in an Advanced Placement or Advanced Standing class in high school?** ..... Yes ..... No (90)
21. **Have you ever been on any varsity or junior varsity sports team in high school?** ..... Yes ..... No (91)

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